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ABSTRACT

Designed to assist administrators, teachers, and counselors with the development, implementation, and administration of a student internship program, this administrative handbook begins with a program description of an internship program in Montgomery County, Maryland, in which students are released from school for part of the day or part of the school year to complete a nonpaid career education assignment in business, government, industry, research, or social service. The policies, procedures, and related information needed to assist in the development of an effective student internship program are presented including information about goals and objectives, types of programs, administrative guidelines and responsibilities, coordinator responsibilities, student selection and enrollment, credit and grading policies, legal and insurance issues, and safety and transportation issues. The appendixes include sample forms for evaluation, application, placement, and attendance, copies of Maryland child labor laws, workmen's compensation law regarding work permits, and child labor laws regarding hazardous occupations, and a schedule of the internship offerings in Montgomery County Public Schools. (BM)

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Division of Career and Vocational Education
Department of Curriculum and Instruction

ADMINISTRATIVE HANDBOOK ON STUDENT INTERNSHIPS

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Montgomery County Public Schools
Rockville, Maryland

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Table of Contents

	Page
Foreword	v
Acknowledgments	v
Program of Studies Description	vi
Sections	
I. Introduction and Background	1
II. How Internships Fit into County Curricula	3
III. Explanation of Terms	5
IV. Guidelines for Administrators Implementing Student Internship Programs	6
V. Staff Selection	7
VI. Responsibilities of Student Intern Teacher Coordinator	7
VII. Student Selection and Enrollment	8
VIII. Steps To Be Followed by Student Intern Teacher Coordinator	9
IX. Credit and Grading Policy	11
X. Legal and Insurance Issues	11
XI. Safety and Transportation Issues	13
Appendices	
1. Sample Evaluation Activities	15
2. Letter to Potential Community Sponsor of the Career Exploration Internship Program	18
3. Sample Evaluation of Intern by Supervisor	20
4. Sample Evaluation of Intern Coordinator	21
5. Sample Application for Student Participation in Internship Program	22
6. Application To Participate in an Activity away from School for Which MCPS Transportation Is Not Provided	24
7. Sample Agreement for Internship Placement	25

8. Sample Form for Intern Schedule and Placement 26

9. Sample Attendance Form 27

10. House Bill No. 7, Maryland Child Labor Laws 28

11. Workmen's Compensation Law Regarding Work Permits 29

12. Child Labor Law Regarding Hazardous Occupations 30

13. Monthly Statement of Mileage for Use of Private Vehicle 32

14. Montgomery County Public Schools Student Internship Offerings 33

FOREWORD

The Administrative Handbook on Student Internships describes the development, implementation, and administration of the student internship program in the Montgomery County Public Schools. A student internship in the MCPS program is a non-paid career education assignment to which a student is released from class/school for part or all of a school day or for part of the school year in order to become actively involved, for an extended period of time, in business, government, industry, research, or social service. The internship complements the student's school program and is pursued under the supervision and with the cooperation of the school.

Many different internships exist within the Montgomery County Public Schools system. In general, student internships provide valuable experience and a viable alternative to regular classroom activities. However, not all are consistent in objectives, evaluation procedures, time requirements, credit, and supervision; and some are offered without adequate attention to legalities, insurance, and safety. This handbook is designed to provide MCPS personnel with policies, procedures, and related information to assist them in offering an *effective* student internship program in their schools. The recommendations made are sufficiently flexible to be useful in all types of internship programs.

ACKNOWLEDGMENTS

The Administrative Handbook on Student Internships began with a program description of internships written in 1974 by Bonnie Cochran and John Sage, teachers and coordinators of some of the earliest internships in MCPS. The handbook itself was developed after years of research by the Division of Career and Vocational Education, Department of Curriculum and Instruction. Issues considered critical to student internships included the law, insurance, credit, and transportation.

Final work on the handbook was accomplished during a 1976 summer workshop under the direction of Lois Parker, Coordinator of Career Education. Terrill Gormly, intern teacher, Wheaton High School, acted as a leader, with participation from Mr. Sage, intern teacher, John F. Kennedy High School; and James Collier, science teacher, Springbrook High School.

Indebtedness is expressed to:

Floris Davisson, Coordinator of Cooperative Education, for providing information on insurance, legal, and safety issues

Franklin Haering, Supervisor, Office of Safety, for assistance in developing safety information for the handbook

Lois Martin, Associate Superintendent for Instruction, and William Zachmeier, Director, Department of Curriculum and Instruction, for their concern with and encouragement of student intern programs

Gordon McDonald, Director, Division of Insurance and Retirement, for his advice on insurance issues related to internships

Thanks to the efforts of administrators, counselors, and teachers who pioneered internship programs in the county, internships have become a successful alternative available in many schools.

PROGRAM OF STUDIES DESCRIPTION
OF
INTERNSHIP — GRADES 11, 12*

7810	**1 year**	**1 credit**
7815	**1 year (double period)**	**2 credits**

A student internship is a non-paid career education assignment to which a student is released from class/school for part or all of a school day or part of the school year, in order to become actively involved, for an extended period of time, in business, government, industry, research, or social service. The internship complements the student's school program and is pursued under the supervision and the cooperation of the school. Those who could benefit from a student intern program include young people who wish to learn about society directly; to translate their idealism into action; to partake of the excitement and potential for learning in the Washington metropolitan area; to test out particular careers; and to discover and develop themselves in a more independent learning environment. Upon completing internship, the student should be able to:

- identify a career area of interest
- identify the requirements and characteristics of a selected career
- determine whether a career is compatible with his/her skills, aptitudes, values, and interests
- identify competencies and limitations in selected career area
- develop and apply problem-solving skills to on-the-job situations
- set priorities, plan use of time, and adhere to an organized schedule
- identify goals and values and describe how these affect career decisions
- demonstrate good work habits such as promptness, dependability, and accuracy

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***INTERNSHIP — SCIENCE**

3990	**1 semester**	**½ credit**
3991	**1 year**	**1 credit**
3992	**1 year**	**2 credits**

These code numbers should be used when the internship involves a laboratory or field experience in scientific research and/or technology.

I. INTRODUCTION AND BACKGROUND

HISTORY OF STUDENT INTERNSHIPS IN MCPS

Since the 1969-70 school year, several Montgomery County senior high schools have developed student internship programs as part of their career education activities. These vary according to school needs and community resources. Before 1969-70, there were no official out-of-school programs for the academically oriented students. On-the-job work programs such as Cooperative Work Experience (CWE), Work Oriented Curriculum (WOC), and Distributive Education (DE) are not considered internships because these specific programs have *vocational* objectives for students with special interests and/or needs.

Increasing numbers of students in high schools and colleges have raised questions concerning political issues and educational practices, and students continue to ask for relevant and experiential learning. In response, several schools initiated internship programs in the areas of community service, political involvement, child development, and ecology. The success of these programs led to their adoption in other schools. As the number of programs grew, the purposes for internships grew. Though internships continue to serve community needs, recent enrollees have chosen to explore potential career choices and to acquire skills beyond those normally available in class.

Summer workshops were conducted in 1974 and 1975 to produce an initial set of guidelines facilitating the implementation and administration of student internships. This handbook is an extension of the material created in those workshops.

RATIONALE FOR POLICIES OF INTERNSHIP PROGRAM

In February 1976, the Department of Curriculum and Instruction undertook an examination of the strengths and problems of MCPS student internships. Recommendations regarding this project were sought from the Associate Superintendent of Instruction, from directors of instruction, and from secondary principals. Principals gave input during the internship survey interviews which were conducted by vocational teacher specialists in each area.

Strengths and problems of current internship programs were determined by this survey; by a review of practices in other school systems; by an analysis of MCPS documents having implications for internship programs; and by an inspection of the legal, safety, and insurance correspondence and documentation that have implications for such programs.

Analysis of Data from Area Intern Surveys (See Appendix 14.)

The policies and procedures in this handbook are based in part on a survey of all high schools. Area vocational teacher specialists interviewed principals and teachers in their areas to collect data on internship programs within their schools. Results include information about:

1. Program titles
2. Types of programs
3. Length of program
4. Grade levels
5. Time requirements
6. Numbers enrolled
7. Means of transportation
8. Credit
9. Coordinator
10. Staffing and allocation

Familiarity with Student Internship Programs in Other Counties and States

MCPS personnel have familiarized themselves with internship programs outside the county and have cooperated with developers of national internship programs. The Coordinator of Career Education and the Coordinator of Cooperative Education have made on-site visits to other counties and states that offer student internships. In addition, MCPS received technical assistance from the Executive High School Internships of America, the Far West Laboratory's Experience-Based Career Education Program, and Research for Better Schools.

Analysis of Legal, Safety, and Insurance Correspondence and Documentation

For the past three years, MCPS personnel have also collected and scrutinized available documentation on insurance, legal, and safety issues related to internships. Other activities carried out as part of this analysis include consultation and correspondence with:

1. U.S. Department of Labor representatives
2. Federal Wage and Hour representatives
3. Workmen's Compensation representatives
4. Insurance, legal, and safety representatives of MCPS
5. Maryland Department of Licensing and Regulation representatives
6. Maryland State Department of Education representatives

RATIONALE FOR STUDENT INTERNSHIPS

An internship program in a high school affords the student the opportunity to obtain intensive and individualized instruction and/or experience in a particular career or interest. Learning on the job and at school is an ongoing process uniquely beneficial for students. The exploration and clarification of a tentative career choice better enables students to make wise decisions. No matter what happens — success, failure, or adjustment — the interns acquire information and gain experience useful to them in making choices and/or changes about their future education and career needs.

An internship program offers the students the opportunity of making a positive contribution to community service while at the same time gaining self-knowledge.

Students learn to relate to other people, working together toward a common goal; thus, a student begins to see himself/herself as a member of a group as well as an individual. Furthermore, the student gains a sense that there are existing groups, mechanisms, and processes for social service and change and that a dedicated individual *can contribute* and *can make a difference*. Internship programs offer many chances for practical application of academic leadership. Students come to realize the need to compare and contrast, to examine the differences and similarities between academic learning and discussion on the one hand and actual observation and experience on the other. For example, the student intern should relate the political process as presented in a social studies book with the direct experience of working in a senator's office. Interns also have the opportunity to return to the school setting to seek a common element or a cognitive structure for experiences gained in the field.

The internship experience makes for a good psychological transition between high school and post-high school education or employment before the student's graduation. The student interns are at a step somewhere between a structured and sheltered situation and one demanding greater personal independence and responsibility.

Finally, there are broad opportunities for observation and personal growth in internship experiences. Interns, operating in a more individual manner than they do as members of a classroom group, are stimulated to consider the intrinsic worth of their experiences and the effectiveness of their efforts. By

continual reevaluation and adjustment of their goals and methods, they begin to base their life's priorities on experience and choice, not by happenstance. Maturity and self-esteem develop naturally. Interns are treated as equals by the adults at their jobs in a unique relationship which is mutually beneficial. They enjoy an increasing sense of competence in their thinking and decision-making.

II. HOW INTERNSHIPS FIT INTO COUNTY CURRICULA

Career education for all students is a component of the MCPS curricula. Allowing those who wish an opportunity to intern is one part of the career education design. This concept incorporates many of the ideas of the new graduation requirements defined by the Maryland State Department of Education.

> Work and experience outside the school are recognized as valid ways of learning. Time spent in such activities may be counted as a portion of the specified number of clock hours required for credit when identified as an integrated part of a planned program. No more than nine credits toward meeting graduation requirements may be granted to a student for work or experience outside the school approved and supervised by the local school system.*

In keeping with these requirements and with the MCPS career education design, it is intended that a voluntary internship program be available to all senior high school students. Those who could benefit from a student intern program include young people who wish to learn about society directly; to translate their idealism into action; to partake of the excitement and potential for learning in the Washington metropolitan area; to test out particular careers; and to discover and develop themselves in a more independent learning environment. Many students may already have earned ample credits toward graduation and are looking ahead to some practical experience upon which to make sound decisions about themselves and their futures.

GOALS AND OBJECTIVES

Career education in MCPS is aimed at improving education for *all* students Grades K through 12, by relating teaching and learning activities to career development.

Career development is one of the seven MCPS goals of education. It states:

> Productive and satisfying work enriches man's life; and with increasing amounts of leisure time, many people will use various occupational skills for avocational purposes as well. The school must help each student gain:
>
> > Knowledge and appreciation of the wide variety and interrelationships of occupations in modern society
> >
> > Opportunities to explore potential occupations in relation to personal aptitudes and interests, unrestricted by stereotypes of sex, race, or socioeconomic level
> >
> > The knowledge, skills, and abilities that enable him to secure satisfying employment, embark upon further training and education in a chosen career field, and adapt occupational talents to changing job demands and opportunities**

*From *Graduation Requirements for Public High Schools in Maryland.* Baltimore: Maryland State Department of Education, 1974, p. 10.

**The Montgomery County Public Schools, "The Goals of Education," February 12, 1973.

This goal of career development provides the structures upon which the MCPS career education design is built. Although career development is one of the seven major Goals of Education articulated by the Montgomery County Board of Education, it is interrelated with the other six — academic skill development, physical development, understanding of self and of society, scientific understanding, and aesthetic expression.

There are eight major reasons for having career education in schools. All relate to assisting students as they:

1. Learn about their interests, abilities, values, and aspirations
2. Become aware of and appreciate the various occupations open to them
3. Explore various careers and determine how they relate to a total life style which includes:
   a) leisure
   b) family
   c) neighborhoods they live in
   d) geographical implications of career choice
4. Develop appropriate job-seeking skills to enhance their employment opportunities
5. Gain research skills so that they can investigate those occupations that appear to be compatible with their interests, values, and aptitudes
6. Obtain decision-making skills to enable them to make appropriate choices for additional training and/or education
7. Become aware of how "sociological factors" affect decisions and compromises
8. Seek opportunities for experience in occupations through internships and career education programs which will lead to more informed decisions about careers

Internships must include objectives* which enable students to:

1. Identify a career area of interest to them and record the activity
2. Observe and participate through internship in activities connected with a career and record the activity
3. Obtain information and guidance from experienced workers
4. Describe the requirements and characteristics of selected careers
5. List a range of choices within a career area
6. Determine whether a career is compatible with skills, aptitudes, values, and interests
7. Apply school learning in practical situations
8. Apply out-of-school observations to academic learning

*See Appendix I for a list of sample performance objectives and assessment tasks related to these objectives.

9. Develop and apply problem-solving skills to on-the-job situations

10. Set priorities, plan use of time, and adhere to an organized schedule

11. Identify their competencies and the limitations in a selected career area

12. Improve human relations skills

13. Identify their goals and values and describe how these affect career decisions

14. Develop good work habits such as promptness, dependability, and accuracy

15. Provide knowledge and information gained in internship to expand on classroom activities

In addition, each on-site supervisor and the student intern teacher coordinator should develop student objectives related to the specific internships.

III. EXPLANATION OF TERMS

As previously stated, a student internship in the MCPS program is a non-paid career education assignment to which a student is released from school/class for part or all of a school day or for part of the school year in order to become actively involved, for an extended period of time, in business, government, industry, research, or social service. The internship complements the student's school program and is pursued under the supervision and with the cooperation of the school.

CATEGORIES OF STUDENT INTERNSHIPS

Group Internships are approved instructional programs with objectives and established rules and procedures directed toward the needs of groups of students. These programs are exploratory in nature and are developed around career education HEW career clusters. In MCPS the following are examples of group internships:

1. Child Development Internships
2. Elementary Aides
3. Exploring Environmental Careers
4. Exploring Health Careers
5. Firefighters
6. Kindergarten Aides
7. STAR (Student Training Assistantships in Reading)

Individual Internships are instruction programs designed to provide differentiated, individualized learning experiences that are directed toward career exploration, the acquisition of skills, the development of occupational competencies, and community service. Types of individual programs presently existing in MCPS or planned for the near future are:

1. Executive High School Internships
2. Science Internships
3. Social Studies Internships

Other Internships are the mentor and aide programs in which participating students act as tutors or laboratory aides. Objectives, supervision, and evaluation must exist in order for such activities to be considered internships.

DIFFERENCE BETWEEN STUDENT INTERNSHIPS PROGRAMS, RELEASED TIME PROGRAMS, AND COOPERATIVE EDUCATION PROGRAMS

Internships should not be confused with released time arrangements that exist when students are dismissed early with no school involvement or supervision. Internships should also be differentiated from cooperative education programs. The Cooperative Vocational Act of 1963 defines "a cooperative work-study program of vocational education [as one] for persons who, through a cooperative arrangement between the school and employers, receive instruction including required academic courses and related vocational instruction by the alternation of study in school with a job in any occupational field." Unlike internship programs, these courses provide specific skill training for a *vocation*. MCPS programs falling into this category are:

1. Distributive Education
2. Cooperative Industrial (formerly called Diversified Occupations)
3. Cooperative Office Occupations
4. Hotel-Motel Management
5. Work Oriented Curriculum

IV. GUIDELINES FOR ADMINISTRATORS IMPLEMENTING STUDENT INTERNSHIP PROGRAMS

The procedures for implementing internships vary according to the needs and desires of the student population and of the community and according to the type of internship. These general guidelines are offered to those administrators implementing internships:

1. Notify the area director of instruction prior to implementation of a program.
2. Have coordinators of various out-of-school programs (e.g., Distributive Education and Work Oriented Curriculum) cooperate to avoid making multiple demands on a community resource or confusing its personnel about the objectives for different programs offered within a school.
3. Arrange for the dissemination of information about internships to staff, students, and the community.
4. In cooperation with staff, students, and community, determine the types of internships most appropriate for the student population.
5. Identify and assign student intern teacher coordinators.*
6. Inform student intern teacher coordinators of their responsibilities.
7. Act as a consultant and supervisor to student intern teacher coordinators.
8. Serve as liaison between staff and community.
9. Monitor student recruitment and selection.
10. Make certain that internships are implemented in accordance with MCPS policies and regulations in reference to legal, safety, and transportation issues, such as work permits, permission forms, etc.
11. Approve and/or monitor internship schedules.

*It is recommended that coordination of internships be local except in those few programs such as the Executive High School Internship and Kindergarten Aides, in which too few students are enrolled in a single school to justify a local coordinator. For these programs, principals can obtain information from central office coordinators.

12. Monitor internships relative to accreditation and graduation requirements.

13. Provide necessary time and in-school facilities required to implement internships.

14. Participate in program evaluation.

V. STAFF SELECTION

The selection of qualified staff is critical to the success of every program. While administrators are very much aware of this, special considerations affect the selection of student intern teacher coordinators.

The role of the student intern teacher coordinator has inherent in the assignment certain responsibilities and demands not associated with normal classroom assignments. The student intern teacher coordinator of individualized programs will have numerous contacts with the community and therefore must be capable of functioning effectively in this capacity. The role requires that an individual possess strong human relations and public relations skills and a willingness to become familiar with community resources, labor laws, and safety regulations.

The placement of students in work experiences compatible with their previous training and maturity level requires sound judgment. Responsible judgment is also essential to guarantee the safety of the student and to guarantee that legal and insurance commitments are satisfied.

Two different models for staffing are recommended. An administrator can use a position to free staff members in several different departments to work with interns or can use one position to implement career programs including coordination of internships. Whatever staffing arrangement is used, coordinators should be assigned a double period or longer for internship supervision so that they will have adequate time to travel to the community sites where their interns are working.

VI. RESPONSIBILITIES OF STUDENT INTERN TEACHER COORDINATOR

The student intern teacher coordinator is responsible for the supervision, coordination, and evaluation of the internship. Although the role of the coordinator differs with each individual internship, most of the responsibilities included in the following list must be assumed by each student intern teacher coordinator:

1. Develop a description of the internship that is compatible with the MCPS Goals of Education and with the appropriate subject areas in the MCPS *Program of Studies*.

2. Develop materials that will provide information about the internship and disseminate them to school and community, being particularly sure that parents/guardians are made aware. (See Appendix 2 for Letter to Community Sponsor of the Career Exploration Internship Program.)

3. Determine eligibility criteria for student participants.

4. Identify and select student participants for specific internships.

5. Contact community resources, explain internship, and arrange for placements.

6. Supervise and/or conduct appropriate orientation, problem-solving, sharing, and evaluation seminars.

7. Serve as director and consultant for the development of specific objectives for individual internships.

8. Administer appropriate procedures such as work permits and permission forms regarding legal, insurance, and safety issues; and maintain file of these records.

9. Review, order, maintain, and supervise the use of materials associated with internship.

10. Arrange for proper creditation for internship when necessary.

11. Develop internship time schedule.

12. Where appropriate, emphasize exploratory nature of internships and encourage students to experience a variety of placements.

13. Establish procedures for intern evaluation (objectives, projects) and conduct the evaluation. (See Appendix 3 for Sample Evaluation of Intern by Supervisor and Appendix 4 for Sample Evaluation of Intern Coordinator.)

14. Supervise student interns frequently on site. Close supervision of interns is necessary in order to check attendance, to provide individual counseling, and to maintain good public relations with community resources.

15. Serve as liaison with administrators, counselors, department staff, career information technician, parents/guardians, and community.

16. Maintain effective communications with intern site (community resource); and involve on-site supervisor in evaluation.

17. Develop strategies for utilizing interns as research and teaching assistants in appropriate subject areas.

18. Coordinate and/or arrange transportation for interns.

19. Maintain a file of community resources and student records.

VII. STUDENT SELECTION AND ENROLLMENT

ELIGIBILITY CRITERIA*

To enter an internship program, a student must:

1. Have approval of a parent or guardian

2. Confer with a student intern teacher coordinator regarding the appropriateness of the program to the student's needs

3. Meet any course prerequisites

4. Show evidence of potential benefit from internship beyond regular class work

5. Demonstrate the degree of independence required for such programs

*Because child labor laws are particularly stringent and restrictive for fourteen- and fifteen-year-old minors, internships should apply only to those sixteen and older. Short-term exploratory experiences such as shadow programs, individual and group site visitations, and others can be developed for students under sixteen years of age.

STEPS IN SELECTION

1. Define desired characteristics of students beyond those mentioned above.

2. Develop student application forms. (See Appendix 5 for Sample Application for Student Participation in Internship Program.)

3. Develop plans for recruiting and selecting students.

4. Make presentations on program to students.

5. Involve parents/guardians of prospective interns in recruitment process.

6. Select interns and notify all applicants.

PERMISSIONS

Because student internship programs are unique and relatively new, parents/guardians must be involved in the enrollment process and must sign a permission form. Before their children register for internships, parents/guardians should be informed about the objectives of the program, the differences between internships and cooperative education courses, and the role of the student intern teacher coordinator. Parents/guardians also need to know about the insurance, health, legal, safety, and transportation issues that are peculiar to internship programs. There also may be many specific expectations about how staff will monitor students' progress.

Parents/guardians of students applying for internships will need to sign several forms. (See Appendix 6 for MCPS Form 560-31, *Application to Participate in an Activity Away From School.*)

(See Appendix 7 for sample internship agreement.)

VIII. STEPS TO BE FOLLOWED BY STUDENT INTERN TEACHER COORDINATOR IN COOPERATION WITH THE ADMINISTRATION

STEPS PRECEDING PROGRAM

1. Write a program description and be sure that it appears accurately in the course offerings guide provided students for registration in their own school.

2. Involve the school's guidance department in the program.

3. If there is computerized scheduling, explain the course and its scheduling needs to the appropriate person so that information goes into the computer and appears correctly on the master schedule.

4. Recruit students. Visit classes and describe programs; make P.A. announcements; hold open meetings so that all interested students can learn more about internships; and place informational signs on bulletin boards. Have former interns help in recruitment.

5. Communicate with parents/guardians of interested students about internships. Acquaint them with insurance, legal, safety, and transportation issues unique to such programs. Prior to enrolling students, have permission forms signed.

6. Interview students interested in program.

7. When necessary, schedule individual and group meetings with newly registered interns to get to know them, their needs, and their wishes for placements. Maintain a written record of each individual's characteristics, interests, and desired placement.

8. Counsel students with conflicts of schedule and other responsibilities.

9. Begin to develop a file of potential placements for students. (See Appendix 2 for Sample Letter to Potential Community Sponsor.) Contact the teacher specialist in internships at the Educational Services Center for information about available placements. Ask contact persons at potential placement sites whether students may telephone with questions about a position and for an interview.

10. When applicable, emphasize students' responsibility for providing their own transportation.

11. Be available to parents/guardians to answer their questions. Involve them in identifying potential internship sponsors.

12. Once a commitment has been made by a potential sponsor, arrange for him/her to visit the school, to explain the possible activities in which student interns might engage, and to invite interested students to make an observation visit.

STEPS DURING PROGRAM

1. Orient students adequately. Explain the goals and objectives of internships, course requirements, and procedures such as attendance and recordkeeping.

2. Obtain from each student an index card with his/her class schedule; home phone number; address; doctor's number; the name of the person to be contacted in an emergency; the name of the supervisor at the internship site; its location; the telephone number at the site; times scheduled for internship; and means of transportation. Keep a readily accessible central file of these cards.

3. When appropriate, provide intern with career awareness, decision-making, and job-seeking skills.

4. Help students a) investigate various possible placements; b) clarify their wants; c) pursue and get settled in a placement. Prior to sending interns out into the community to begin their assignments, have each fill out a work permit and recommend that each invest in the MCPS 24-hour insurance package or provide verification of private insurance coverage.

5. In exploratory programs, continue to get to know each student's interests and career areas.

6. When appropriate, encourage students to explore and develop their own contacts and placements and to help one another. Emphasize that they all have resources of their own — friends of family, neighbors, relatives who may be sources of valuable suggestions or internship experiences for members of the program.

7. Have students go to sites for group explanation of placement potentialities and interviews.

8. Encourage students to use the telephone and to make their own contacts as well as to follow up on suggestions from the student intern teacher coordinator. Require them to maintain a log of all their contacts and commitments in the placement process and to keep the coordinator fully informed.

9. Have intern give to his/her sponsor an index card (similar to that in #2) with the intern's telephone number and coordinator's name and number.

10. Make telephone contact to verify attendance and to clarify recordkeeping.

11. Stress importance of attendance, promptness, dependability, appearance, accuracy, and maturity for interns.

12. Supervise interns on site.

13. If a personality conflict develops between the intern and his/her supervisor and/or employees, work with the intern to improve the situation; or, if necessary, change the placement.

14. Conduct seminars to discuss common problems encountered by interns, to provide career education information, and to handle routine recordkeeping activities. (See Appendix 9 for Sample Attendance Form.)

15. Evaluate program based on stated objectives.

IX. CREDIT AND GRADING POLICY

Internships can be used only to satisfy elective requirements for graduation. To provide equity to all students, schools will be required to give credit for internships beginning with the 1977-78 school year. Usually credit is earned in the subject matter of the department conducting the internship program. For example, Child Development interns receive credit in home economics, and Exploring Health Careers interns receive credit in health. In those schools where individualized internships are offered, the credit is given under the blanket internship code number 7810 for one credit or 7815 for two credits. The student's transcript should indicate the field in which the intern was placed. Student interns placed at the National Institute of Health, for instance, should have their transcripts marked "internship — science" and those working for newspapers should have theirs marked "internship — journalism."

To receive credit for an internship, the student must serve 132 hours per credit in order to satisfy state requirements. The student should intern a minimum of five hours per week to receive ½ credit per semester, ten hours per week to receive 1 credit per semester, or equivalent units. (A maximum of 3 credits will be given for programs that involve students all day.) While on-site time may vary, it is essential that the intern adhere to a structured weekly schedule. The schedule should provide sufficient flexibility to guarantee optimum learning during the internship. Each student intern teacher coordinator must verify, in cooperation with the on-site supervisor, that the interns have met minimal time requirements. To receive credit, only time spent in school and on site are considered.

Evaluation will be determined by the degree of attainment of the program objectives.

X. LEGAL AND INSURANCE ISSUES

The school has the responsibility to comply with the laws regarding student participation in activities outside of school. Legal and insurance issues are of utmost important. To clarify these issues, the MCPS Department of Curriculum and Instruction has made numerous inquiries of national, state, and local labor groups; insurance companies; and legal advisors. The following six recommendations resulted from this research:

1. All MCPS student intern teacher coordinators should be thoroughly familiar with both State and Federal Child Labor Laws and comply with whichever is *the more stringent of the laws.* (See Appendix 10 for excerpts from House Bill, Maryland Child Labor Laws.)

2. Students should not be placed in internships specified by law as being hazardous.*

3. Student intern teacher coordinators should check with participating employers to determine whether their insurance carrier covers volunteer employees.

4. When not provided, transportation should be arranged by students as a part of realistic preparation for employment.

5. Student intern teacher coordinators should have on record, for each student participating in an internship program, an MCPS Form 560-31, *Application To Participate in An Activity away from School for Which Transportation Is not Provided.*

6. All students taking part in internship programs should be issued work permits. (See Appendix 11 for *Workman's Compensation Law Regarding Work Permits.*)

As mentioned above, the Fair Labor Standards Act must be complied with. This document sets criteria to determine the intern's on-site volunteer status. The student intern teacher coordinator will have to determine that interns are trainees who volunteer rather than employees who must be paid. To be considered a volunteer under this act, as interpreted by the Supreme Court, six conditions must be met:**

1. The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school.

2. The training is for the benefit of the trainees or students.

3. The trainees or students do not displace regular employees but rather work under their close observation.

4. The employer that provides the training derives no immediate advantage from the activities of the trainees or students; and on occasion, his operations may actually be impeded.

5. The trainees or students are not necessarily entitled to a job at the conclusion of the training period.

6. The employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

As previously mentioned, internships should be restricted to those 16 years old and older. Maryland law requires that the 16- or 17-year-old student-learner not spend more than twelve hours in a combination of school hours and work hours per day. (See Appendix 10.) Eighteen-year-old interns or volunteers pose no problem under state child labor laws administered by the Division of Labor and Industry.

In addition to compliance with the above regulations, student interns should either be required to enroll in the MCPS 24-hour school insurance policy or to provide verification of private medical and accident insurance. If premium payment imposes an undue hardship, assistance will be offered.

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*An application can be filed for a special exemption under *Hazard Occupations* when special situations warrant consideration. Volunteer firemen over 16 are exempt from Child Labor Laws of Maryland, as stated in Article 100, Section 4.

**United States Department of Labor Publication No. WH-1297, pages 2-3, 1973.

XI. SAFETY AND TRANSPORTATION ISSUES

The orientation of interns must emphasize general safety factors and concerns. Creating awareness of proper safety procedures is a responsibility of both the coordinator and the on-site supervisor. The latter must specify and show in detail to the intern the safety procedures to be followed on the assignment. A safety program for each internship should be developed by the student intern teacher coordinator.

Safety considerations may hinder several intern choices. Seventeen occupations are listed by the federal and state authorities as being hazardous occupations for high school students under 18. Examples of such occupations are mining and logging. (See Appendix 12 for a complete list.) Where these conditions or other dangerous assignments exist, coordinators will have to prohibit an internship placement.

Students are required to provide their own transportation in many internships, and those who do so must have approval of parent/guardian, whose signature is required on MCPS Form 560-31.

The "Monthly Statement of Mileage for Use of Private Vehicle," MCPS Form 220-2, should be used in requesting money to reimburse student intern teacher coordinators who are visiting and supervising interns at their placement. (See Appendix 13 for form.)

APPENDIX 1

SAMPLE EVALUATION ACTIVITIES

Each of the instructional objectives listed in this appendix can suggest many additional performance objectives and assessment tasks. Those suggested below are examples. Specific criteria are required for measuring all assessment tasks; but since they will vary with career fields, they have been omitted here.

Instructional Objective 1 — The student intern will be able to identify a career area of interest to him/her and tell why the area is of interest.

Performance Objective — The student will name a career area that appeals to him/her.

Assessment Task — Discuss with your teacher coordinator a career area you like and your reasons for liking it.

Instructional Objective 2 — The student intern will be able to observe and participate through internship in activities connected with a career, and record the activities.

Performance Objective — A student who has participated in one or more internships will record internship experiences.

Assessment Task — Keep a daily log of your observations and activities at your internship. Record in the log such things as responsibilities you are given; significant accomplishments; questions regarding your career development; perceptions you have about the placement site; any problems that arise, and personal reactions to the internship.

Instructional Objectives 3 — The student intern will be able to obtain information and guidance from experienced workers.

Performance Objectives — A student will indicate that he/she has interviewed three or more workers about their careers and will summarize what has been learned from that experience.

Assessment Task — Interview three or more workers in your chosen career field and summarize what you learned from them.

Instructional Objective 4 — The student intern will be able to identify the requirements and characteristics of selected careers.

Performance Objective — A student will list the criteria for entry into his/her chosen career, the characteristics of the career, and the duties performed by one employed in it.

Assessment Task — Prepare materials that inform other students of the characteristics and requirements for your chosen career. Include information about entry criteria; the nature of the work; the work environment; qualifications; employment prospects, earnings, advancement, advantages, and disadvantages.

Instructional Objective 5 — The student intern will be able to list a range of choices within a career area.

Performance Objective — A student will compile a list that illustrates the diversity of opportunities available within a career area.

Assessment Task — List five or more jobs that a person with your career interests might pursue. Include jobs that require little preparation and those that require extensive preparation.

Instructional Objective 6 — The student intern will be able to determine whether a career is compatible with his/her skills, aptitudes, values, and interests.

Performance Objective — A student will differentiate among his/her areas of high aptitude (talent) and low aptitude and will compare these aptitudes with those required for a chosen career.

Assessment Task — List your aptitudes (talents) and rank order them from the highest to the lowest. Evaluate how interested you are and how well prepared you are to become a _____.

Instructional Objective 7 — The student intern will be able to apply school learning in practical situations.

Performance Objective — A student will use communication skills acquired in English to express ideas clearly. For example, the student will give specific directions on how to operate a piece of machinery.

Assessment Task — Give another intern directions on how to do one of your jobs.

Instructional Objective 8 — The student intern will be able to apply out-of-school observations to academic learning.

Performance Objective — Recognizing that many tasks are accomplished through a group process, the student will organize a group to complete a class task.

Assessment Task — Use what you have learned in internship about the group process to help you accomplish a class task such as project or research activity.

Instructional Objective 9 — The student intern will be able to develop and apply problem-solving skills to on-the-job situations.

Performance Objective — Given a problem situation or task that needs to be completed efficiently, a student will review possible ways to solve the problem and will select the solution best suited to the situation.

Assessment Task — Given an on-the-job problem or task, select the best solution or means of completing the task.

Instructional Objective 10 — The student intern will be able to set priorities, plan use of time, and adhere to an organized schedule.

Performance Objective — A student will identify the tasks for the day, organize them according to their importance, and follow through with these tasks according to the priority in which they have been arranged.

Assessment Task — Daily, identify your tasks; organize them according to their importance; and complete the tasks according to the priority to which you have assigned them.

Instructional Objective 11 — The student intern will be able to identify his/her competencies and limitations in a selected career area.

Performance Objective — A student will identify his/her competencies.

Assessment Task — Here is a list of skills. Put a plus in front of those skills you have.

Instructional Objective 12 — The student intern will be able to improve human relations skills.

Performance Objective — A student will explain a human relations problem that exists at the student's internship site and will propose a solution to the problem.

Assessment Task — Share with one or more other interns a human relations problem you have observed at your internship and invent a solution you think might work.

Instructional Objective 13 — The student intern will be able to identify his/her goals and values and describe how these affect career decisions.

Performance Objectives — A student will identify those values which are the major determinant for his/her life goals at the prevent.

Assessment Task — From a given list of identified values, rank order the values in terms of one being high as the major determinant for your life goals at present.

Instructional Objective 14 — The student intern will be able to develop good work habits such as promptness, dependability, and accuracy.

Performance Objective — A student will report regularly and on time for his/her internship or will notify the supervisor in advance about reasons for tardiness or absence.

Assessment Task — In internship, adhere to the schedule for work; and if you are unable to report for your internship or must be late, notify your supervisor.

Instructional Objective 15 — The student intern will be able to provide knowledge and information gained in internship to expand on classroom activities.

Performance Objective — A student will formulate a list of three or more learnings acquired in internship and relate those to classroom activities.

Assessment Task — Make a list of three or more things you learned in internship that have to do with what you are learning in one of your classes, and share them with other students.

APPENDIX 2

LETTER TO POTENTIAL COMMUNITY SPONSOR OF THE CAREER EXPLORATION INTERNSHIP PROGRAM

Date _____

Dear _____

This is a letter of introduction to the Career Exploration Internship Program offered at _____ High School. We hope the enclosed description of our program makes you aware of some benefits available to you through your participation in our program.

The Career Exploration Internship Program (CEI) can provide you with 10 hours weekly of volunteer (non-paid) assistance by a career intern. In return for this volunteer assistance, you agree to provide the intern with meaningful opportunities to explore the career possibilities of your field.

We hope you can easily see the mutual benefits to be gained by the Career Exploration Internship Program. CEI offers students invaluable experience in preparing for a career. CEI offers you the opportunity to help guide and direct interested and talented young people into your field, plus the opportunity to preselect among valuable potential future employees.

Sincerely,

_____

CAREER EXPLORATION INTERNSHIP

WHAT A two-credit elective course at Wheaton High School in which a student works voluntarily (without pay) approximately 10 hours a week in a field related to his/her career goals

WHY To provide students with opportunities to explore career possibilities in selected fields

To provide the community with opportunities to play an active role in shaping the career goals of young people

WHEN 4 or 5 afternoons a week
2-3 hours a session

WHO Ninety students, Grades 11 and 12, are enrolled in this program, assisted and supervised by three career advisors from Wheaton High School. The interns are interested in career exploration in many fields, including yours. Some of these students have already taken course work to prepare them for a future in your area. Each of them has a strong desire to learn by experience in his/her chosen field.

RESPONSIBILITIES

A. THE SPONSOR provides the intern with an opportunity to acquire a realistic picture of both the advantages and disadvantages of a career in your field and provides for supervision of the intern on a day-to-day basis.

B. THE INTERN demonstrates the qualities of a valuable employee/practitioner of your career, working voluntarily approximately 10 hours a week while exploring a career.

C. THE CAREER ADVISOR functions as liaison between the school and the internship site, supervising the intern through monthly visits on site.

MORE INFORMATION

Please call Mrs. Ehly at Wheaton High School, 942-6800.

APPENDIX 3

SAMPLE EVALUATION OF INTERN BY SUPERVISOR

Intern's Primary Duty This Marking Period:

	Needs Improvement	Fair	Satisfactory	Good	Excellent
Attendance					
Promptness					
Courtesy (Phones when appropriate)					
Cooperation (Cooperates with other workers)					
Capacity to follow directions					
Acceptance of constructive criticism					
Initiative (Does not have to be told)					
Participation (Suggests, asks questions)					
Confidence, assertiveness					
Organization and planning of work					
Completion of tasks					
Learning growth					
Judgment					
Quality of assigned projects					

Room for Improvement:

Supervisor: _____

(Signature)

APPENDIX 4

SAMPLE EVALUATION OF INTERN COORDINATOR

Answer *yes* or *no*.

In this class the intern coordinator generally:

_____ 1. Indicates to me what I am expected to learn by the end of the internship experience (objectives)

_____ 2. Encourages me to make suggestions about the course

_____ 3. Uses my suggestions about the course

_____ 4. Encourages me to say what I think

_____ 5. Listens to what I say

_____ 6. Plans class activities which make it possible for me to learn from other students

_____ 7. Explains things so I can understand them

_____ 8. Answers my questions adequately

_____ 9. Clarifies expectations of dress/grooming

_____ 10. Defines rules and punctuality

_____ 11. Sees that I receive orientation to the company or agency for whom I intern

_____ 12. Sees that I am oriented to facilities

_____ 13. Encourages independent work on assigned tasks

_____ 14. Gives me feedback on performance

_____ 15. Shows interest in my development

_____ 16. Encourages new and meaningful experiences

_____ 17. Gives me grades based on fair standards

_____ 18. Treats me fairly

_____ 19. Is somebody I feel free to talk to

_____ 20. Tries to find out my interests

_____ 21. Seems to know my abilities

APPENDIX 5

SAMPLE APPLICATION FOR STUDENT PARTICIPATION IN INTERNSHIP PROGRAM

Credit Subject Area:

Social Studies _____

Science _____

Other (Specify) _____

Name_____ Date_____ Grade_____

Previous social studies and/or science teacher_____

Another teacher reference _____

1. Please list the high school courses you've had in science, social studies, or other subjects. Also include any previous volunteer, part-time work experience. List some of your hobbies, interests outside of school, and school-related activities.

_____

_____

_____

_____

_____

2. What are your plans after graduation? _____

_____

3. If you become a member of the internship program, what kind of experience would you most want? What do you think you can offer to others?_____

_____

_____

_____

_____

_____

4. DO NOT OVERESTIMATE THIS ANSWER. Will you have use of a car? _____ How often?

   Daily _____ Once or twice a week _____ Never _____

5. Would you be willing to pay bus fare or be otherwise responsible for getting to your off-campus assignment if you do not drive a car or have a ride? _____

6. Have you discussed questions 4 and 5 with your parents and gained their agreement with your answers? _____

7. How many days were you absent during your last semester in school? _____

8. Do you plan to play a varsity sport, participate in an extracurricular activity, or have a part-time job? _____ If the answer is *yes,* please identify the sport, activity, or job; and tell what hours will be involved. _____

   _____

   _____

   _____

9. Please discuss with your parents/guardians your plans and hopes for taking this course. Have them read the course description, enclosed material, and the questions above with your responses. Consider the time and effort required to get to your assignment. We will try to help so that placements are in the immediate area; but some assignments *may* be located in other areas in the D.C. metropolitan area.

APPENDIX 6

Office the Associate Superintendent For Administration MONTGOMERY COUNTY PUBLIC SCHOOLS Rockville, Maryland	APPLICATION TO PARTICIPATE IN AN ACTIVITY AWAY FROM SCHOOL FOR WHICH MCPS TRANSPORTATION IS NOT PROVIDED

SECTION I – TO BE COMPLETED BY STUDENT APPLICANT

I wish to be excused from regular classes on _____
date(s)

from _____ to _____ in order to _____
a.m./p.m. a.m./p.m. describe activity

_____

_____

_____

For transportation in connection with this activity I shall: (check one)

- ☐ 1. Use public transportation facilities
- ☐ 2. Drive my own or my parents' (guardians') car with no passengers.
- ☐ 3. Drive my own or my parents' (guardians') car with ____ (number) passengers.

  Names of Passengers: _____

  _____
- ☐ 4. Ride in a car driven by a fellow student. Name of Driver _____
- ☐ 5. Other (specify) _____

Signature of Student: _____ Date: _____

SECTION II – TO BE COMPLETED BY PRINCIPAL OR . . . DESIGNEE

The student named above may be excused to engage in the activity described above.

The attendance on _____ will be recorded as:
date(s)

Present: ☐

Absent: ☐ (Code 08, "Work on activity accepted by school authorities as reason for excusing pupil")

Signature of Principal: _____ Date: _____
(or . . . designee)

Name of School Staff Sponsor of Activity (if applicable) _____

SECTION III – TO BE COMPLETED BY PARENT, LEGAL GUARDIAN, OR ELIGIBLE STUDENT (18 years old)
(Read carefully before signing.)

The Board of Education of Montgomery County and its servants, agents, and employees do <u>not</u> provide insurance to cover either the activity described above or transportation to and from such activity.

I, as parent (or legal guardian) of the student named above, or eligible student, do, by signing below, give permission for the said student to participate in the independent activity described and release, acquit, and forever discharge the Board of Education of Montgomery County and its servants, agents, and employees from any and all liability now accrued or hereafter to accrue on account of any and all claims or causes of action which I the undersigned now or may hereafter have for personal injuries, damage to property, loss of services, medical expenses, losses or damages of any and every kind or nature whatsoever that may arise from participation in the activity described above, and agree to and do indemnify and save harmless the Board of Education of Montgomery County and its servants, agents, and employees from all claims or causes of action in connection therewith.

Signature of Parent, Legal Guardian or Eligible Student: _____

Date _____

MCPS Form 560-31, Revised November 1975

APPENDIX 7

SAMPLE AGREEMENT FOR INTERNSHIP PLACEMENT

INTERN _____

COORDINATOR _____

ON-SITE SUPERVISOR _____

LOCATION OF INTERNSHIP _____

_____ is seeking to intern at the above location. The intern understands the commitment and obligations that are involved with this placement concerning attendance, communication with people involved, responsibilities for the tasks, and the school program. If further explanation is needed, please contact the high school program coordinator.

Intern's duties and responsibilities described by the on-site supervisor:

	Days:	Time:
1. _____	Monday	_____
2. _____	Tuesday	_____
3. _____	Wednesday	_____
4. _____	Thursday	_____
5. _____	Friday	_____

Means of transportation: _____

Does parent or guardian have 24-hour, school-sponsored insurance or accident and health insurance, Blue Cross, etc.? Yes No (circle one)

Work Permit _____ TB Test (if required) _____

_____ _____
On-site Supervisor Date

_____ _____
Parent/Guardian Date

_____ _____
Principal Date

_____ _____
Intern Date

_____ _____
Coordinator Date

APPENDIX 8

SAMPLE FORM FOR INTERN SCHEDULE AND PLACEMENT

Name _____ Address _____ Home Phone _____

Parent/Guardian Name _____ Occupation _____ Phone number at work _____

Emergency Name _____ Emergency Phone Number _____

Internship Placement:

Name of Organization _____ Address _____

Phone _____ Days/Hours of Internship _____

Immediate Supervisor: _____ Transportation (Method) _____

Is intern enrolled for grade or for credit? Circle one.

Notes:

Schedule

Period	Class/Subject	Room/Teacher
1		
2		
3		
4		
5		
6		
7		
Lunch		

APPENDIX 9

SAMPLE ATTENDANCE FORM

Intern's Name _____

Date _____

Week	Time in / Time out / Major Monthly Activity — Monday		Tuesday		Wednesday		Thursday		Friday	
	In	Out	In	Out	In	Out	In	Out	In	Out
1										
2										
3										
4										
5										
6										

27

APPENDIX 10

HOUSE BILL NO. 7, MARYLAND CHILD LABOR LAWS

11. . . .

(c) A minor under 18 years of age may not spend more than twelve hours in a combination of school hours and work hours per day.

(d) A minor under 18 years of age shall have at least nine hours of nonwork, nonschool time in each 24 hour day.

(e) The commissioner may grant an exception to the hourly restrictions in subsection (c) and (d) if he determines that there will be no hazard to the health and welfare of the minor.

(f) A minor under 18 years of age may not be employed or permitted to work more than five hours continuously without a nonworking period of at least one-half hour.

12. (a) The commissioner may issue a special permit to a minor of any age to be employed as a model, performer, or entertainer.

(b) The permit shall be on a form prescribed by the commissioner after completion of an application containing such information as the commissioner may require. The commissioner shall conduct an investigation, and shall issue the permit if satisfied that the employment is not detrimental to the health and welfare of the minor, that the minor is adequately supervised, and that education of the minor is not neglected. The permit shall contain the signed and notarized consent of the parent of the minor, or person standing in the place of the parent, and the employer.

13. Every employer shall post and keep posted in a conspicuous place where any minor is employed, permitted or suffered to work, a printed notice in a form prescribed by the commissioner, setting forth the provisions of this subtitle.

14. (a) It is unlawful to interfere with or hinder the commissioner in the performance of his duties under this subtitle, or knowingly to give false information to the commissioner. Any person violating the provisions of this subsection is guilty of a misdemeanor and upon conviction is subject to a fine of not more than $1,000 or imprisonment for not more than 90 days or both.

(b) Any person who knowingly employs or permits a minor to work in violation of any provision of this subtitle is guilty of a misdemeanor and upon conviction is subject to a fine not exceeding $10,000 or imprisonment not exceeding one year or both.

SECTION 3. And be it further enacted, That this Act shall take effect July 1, 1977.

APPENDIX 11

WORKMEN'S COMPENSATION LAW REGARDING WORK PERMITS

Notice and information concerning employment of minors. When any policy of insurance governing the liability of the employer for compensation provided for in this article is renewed, the insurance carrier shall furnish the employer conspicuous written notice of the following information concerning the employment of minors:

1. Any minor employee of the insured employer must possess a work permit as required by State law.
2. All compensation and death benefits provided under the Workmen's Compensation Laws may be doubled in the case of any minor employed without a work permit (Article 101, & 47 of the Annotated Code).
3. The employer is solely liable for the increased amount of compensation or death benefits for a minor employee who does not possess a work permit (Article 101, & 47 of the Annotated Code). (1967, ch. 152, & 1; 1973, ch. 671, &1; 1975, ch. 687.)*

*From Workmen's Compensation Law, Article 101, Section 21, *Annotated Code of Maryland, Cumulative Supplement*, 1975, p. 75.

APPENDIX 12

CHILD LABOR LAW REGARDING HAZARDOUS OCCUPATIONS[1]

Oppressive child labor is defined as employment of children under the legal minimum ages.

AGE STANDARDS

16 — Basic Minimum Age for Employment

At 16 years of age, young people may be employed in any occupation other than a nonagricultural occupation declared hazardous by the Secretary of Labor. There are not other restrictions. If not contrary to State or local law, young people of this age may be employed during school hours, for any number of hours, and during any periods of time.[2]

EXEMPTIONS

Nonagricultural Hazardous Occupations Orders Nos. 5, 8, 10, 12, 14, 16 and 17 contain exemptions for apprentices and student-learners provided they are employed under the following conditions:

I. Apprentices: (1) The apprentice is employed in a craft recognized as an apprenticeable trade; (2) the work of the apprentice in the occupations declared particularly hazardous is incidental to his training; (3) such work is intermittent and for short periods of time and is under the direct and close supervision of a journeyman as a necessary part of such apprentice training; and (4) the apprentice is registered by the Bureau of Apprenticeship and Training of the U.S. Department of Labor as employed in accordance with the standards established by that Bureau, or is registered by a State agency as employed in accordance with the standards established by that Bureau, or is registered by a State agency as employed in accordance with the standards of the State apprenticeship agency recognized by the Bureau of Apprenticeship and Training, or is employed under a written apprenticeship agreement and conditions which are found by the Secretary of Labor to conform substantially with such Federal or State standards.

II. Student-Learners: (1) The student-learner is enrolled in a course of study and training in a cooperative vocational training program under a recognized State or local educational authority or in a course of study in a substantially similar program conducted by a private school; and (2) such student-learner is employed under a written agreement which provides: (i) That the work of the student-learner in the occupations declared particularly hazardous shall be incidental to his training; (ii) that such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person; (iii) that safety instructions shall be given by the school and correlated by the employer with on-the-job training; and (iv) that a schedule of organized and progressive work processes to be performed on the job shall have been prepared. Each such written agreement shall contain the name of the student-learner, and shall be signed by the employer and the school coordinator or principal. Copies of each agreement shall be kept on file by both the school and the employer. This exemption for the employment of student-learners may be revoked in any individual situation where it is found that reasonable precautions have not been observed for the safety of minors employed thereunder.

A high school graduate may be employed in an occupation in which he/she has completed training as provided in this paragraph as a student-learner, even though he/she is not yet 18 years of age.

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[1]From *A Guide to Child Labor Provisions of the Fair Labor Standards Act*, Child Labor Bulletin No. 101, Washington, D.C.: U.S. Government Printing Office, United States Department of Labor, Workplace Standards Administration, Wage and Hour Division, pp. 8-11.

[2]In this instance, the Maryland State law, being more stringent than the Federal law, shall be complied with. See page 11, item 1, and refer to Appendix 10, page 28.

APPENDIX 12 (Continued)

Those occupations declared to be particularly hazardous for minors between 16 and 18 years of age (also for minors 14 and 15) are included in the 17 Hazardous Occupations Orders listed below:

1. Occupations in or about plants or establishments manufacturing or storing explosives or articles containing explosive components
2. Occupations of motor-vehicle driver and outside helper
3. Coal-mine occupations
4. Logging occupations and occupations in the operation of any sawmill, lath mill, shingle mill, or cooperage-stock mill
5. Occupations involved in the operation of power-driven woodworking machines
6. Occupations involving exposure to radioactive substances and to ionizing radiations
7. Occupations involved in the operation of elevators and other power-driven hoisting apparatus
8. Occupations involved in the operation of power-driven metal forming, punching, and shearing machines
9. Occupations in connection with mining, other than coal
10. Occupations involving slaughtering, meat-packing, or processing, or rendering
11. Occupations involved in the operation of certain power-driven bakery machines
12. Occupations involved in the operation of certain power-driven paper products machines
13. Occupations involved in the manufacture of brick, tile, and kindred products
14. Occupations involved in the operation of circular saws, band saws, and guillotine shears
15. Occupations involved in wrecking, demolition, and shipbreaking operations
16. Occupations involved in roofing operations
17. Occupations in excavation operations

APPENDIX 13

Division of Accounting MONTGOMERY COUNTY PUBLIC SCHOOLS Rockville, Maryland	MONTHLY STATEMENT OF MILEAGE FOR USE OF PRIVATE VEHICLE

This form should be submitted to your immediate supervisor by the third of the month for the preceding month. **Supervisors will forward immediately to the appropriate account manager; the Division of Accounting should receive forms by the sixth of the month.** (For additional information, see MCPS Regulation 220-1.) List sequentially all official stops made.

NAME: _____ Area No.: _____
(Last) (First) (Middle) Base School: _____
ADDRESS: _____ Job Title: _____
(Street No.) (Street) (Apt. No.) Submitted
_____ For Month Of: _____
(City) (State) (Zip Code)

Date	Destination	Purpose of Trip	No. of Miles	Other Charges*	
				Amount	Item

APPENDIX 14

MONTGOMERY COUNTY PUBLIC SCHOOLS
STUDENT INTERNSHIP OFFERINGS
1975-76

The chart which comprises Appendix 14 applies only to those student internship offerings available during the school year 1975-76.

	BCC	Einstein	Whitman	Walter Johnson	Peary	Wheaton	Woodward	Churchill	Richard Montgomery	Rockville	Wootton	Blair	Kennedy	Northwood	Magruder	Paint Branch	Sherwood	Springbrook	Damascus	Gaithersburg	Poolesville	Seneca Valley
Exploring Health Careers	X	X	X												X		X					
Length of Program	1 yr	1 yr	1 yr												1 yr		1 yr					
Grade Levels	11-12	12	12												11-12		11-12					
Time Requirements (week)	10 hrs	10 hrs	10 hrs												10 hrs		10 hrs					
Number Enrolled	18	14	10												21		21					
Means of Transportation	MCPS	MCPS	MCPS												MCPS		MCPS					
Credit	2	2	2												2		2					
Coordinator-Supervisor	Tch	Tch	Tch												Tch		Tch					
Staffing Allocation	Reg	Reg	Reg												Reg		Reg					
Transportation Problems	Yes	Yes	Yes												No		No					
Expansion Desired	Yes	Yes	Yes												Yes		Yes					
Fire Fighters I & II																		X				X
Length of Program																		sem/yr				Yr
Grade Levels																		11-12				12
Time Requirements (week)																		10 hrs				15 hrs
Number Enrolled																		8				5
Means of Transportation																		Pvt				Pvt
Credit																		1-2				3
Coordinator-Supervisor																		SS tch				Tch Sp
Staffing Allocation																		Reg				Xtra
Transportation Problems																		No				No
Expansion Desired																		Yes				Yes
Individualized Internship								X			X											
Length of Program								varies			1 yr											
Grade Levels								10-12			11-12											
Time Requirements (week)								varies			10 hrs											
Number Enrolled								90			33											
Means of Transportation								Pvt			Pvt											
Credit								0			1-2											
Coordinator-Supervisor								Tchs			C.coord											
Staffing Allocation								Reg			Reg											
Transportation Problems								No			Yes											
Expansion Desired								Yes			Yes											

APPENDIX 14

MONTGOMERY COUNTY PUBLIC SCHOOLS
STUDENT INTERNSHIP OFFERINGS
1975-76

The chart which comprises Appendix 14 applies only to those student internship offerings available during the school year 1975-76.

	BCC	Einstein	Whitman	Walter Johnson	Peary	Wheaton	Woodward	Churchill	Richard Montgomery	Rockville	Wootton	Blair	Kennedy	Northwood	Magruder	Paint Branch	Sherwood	Springbrook	Damascus	Gaithersburg	Poolesville	Seneca Valley
Kindergarten Aides	X	X	XX	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Length of Program	1 yr	1 yr	1 yr	1 yr	1 yr	1 yr	1 yr	1 yr	1 yr	1 yr	1 yr	1 yr	1 yr	1 yr	1 yr	1 yr	1 yr	1 yr	1 yr	1 yr	1 yr	1 yr
Grade Levels	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12	10-12
Time Requirements (week)	10 hrs	10 hrs	10 hrs	10 hrs	10 hrs	10 hrs	10 hrs	10 hrs	10 hrs	10 hrs	10 hrs	10 hrs	10 hrs	10 hrs	10 hrs	10 hrs	10 hrs	10 hrs	10 hrs	10 hrs	10 hrs	10 hrs
Number Enrolled	1	0	7	0	7	3	6	0	3	5	1	17	0	7	6	10	7	0	9	2	7	5
Means of Transportation	MCPS	MCPS	MCPS	MCPS	MCPS	MCPS	MCPS	MCPS	MCPS	MCPS	MCPS	MCPS	MCPS	MCPS	MCPS	MCPS	MCPS	MCPS	MCPS	MCPS	MCPS	MCPS
Credit	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Coordinator-Supervisor	Tch Sp	Tch Sp	Tch Sp	Tch Sp	Tch Sp	Tch Sp	Tch Sp	Tch Sp	Tch Sp	Tch Sp	Tch Sp	Tch Sp	Tch Sp	Tch Sp	Tch Sp	Tch Sp	Tch Sp	Tch Sp	Tch Sp	Tch Sp	Tch Sp	Tch Sp
Staffing Allocation	ESC	ESC	ESC	ESC	ESC	ESC	ESC	ESC	ESC	ESC	ESC	ESC	ESC	ESC	ESC	ESC	ESC	ESC	ESC	ESC	ESC	ESC
Transportation Problems	Yes	—	Yes	—	Yes	Yes	Yes	—	Yes	Yes	Yes	Yes	—	Yes	Yes	Yes	Yes	—	Yes	Yes	Yes	Yes
Expansion Desired	Yes	—	Yes	—	Yes	Yes	Yes	—	Yes	Yes	Yes	Yes	—	Yes	Yes	Yes	Yes	—	Yes	Yes	Yes	Yes
Mentor			X																			
Length of Program			Sem																			
Grade Levels			10-12																			
Time Requirements (week)			10 hr																			
Number Enrolled			12																			
Means of Transportation			NA																			
Credit			1																			
Coordinator-Supervisor			Adm																			
Staffing Allocation			Reg																			
Transportation Problems			NA																			
Expansion Desired			Yes																			
Science Internship														X				X				
Length of Program														Sem/yr				Sem/yr				
Grade Levels														11-12				11-12				
Time Requirements (week)														10 hr				6 hr				
Number Enrolled														4				25				
Means of Transportation														Pvt				Pvt				
Credit														½-1				0				
Coordinator-Supervisor														Tch				Rs Tch				
Staffing Allocation														Reg				Reg				
Transportation Problems														No				No				
Expansion Desired														Yes				Yes				

APPENDIX 14

MONTGOMERY COUNTY PUBLIC SCHOOLS
STUDENT INTERNSHIP OFFERINGS
1975-76

The chart which comprises Appendix 14 applies only to those student internship offerings available during the school year 1975-76.

	BCC	Einstein	Whitman	Walter Johnson	Peary	Wheaton	Woodward	Churchill	Richard Montgomery	Rockville	Wootton	Blair	Kennedy	Northwood	Magruder	Paint Branch	Sherwood	Springbrook	Damascus	Gaithersburg	Poolesville	Seneca Valley
Social Studies Internship	X					X							X		X							
Length of Program	1 yr					1 yr							Sem/yr		Sem/yr							
Grade Levels	11-12					11-12							11-12		12							
Time Requirements (week)	10 hr					10 hr							12 hr		10 hr							
Number Enrolled	20					80							24		5							
Means of Transportation	Pvt					Pvt							Pvt		Pvt							
Credit	2					2							1-2		1-2							
Coordinator-Supervisor	SS tch					Tch							SS tch		Rs Tch							
Staffing Allocation	Reg					Reg							Reg		Reg							
Transportation Problems	No					Yes							Yes		No							
Expansion Desired	No					Yes							Yes		Yes							
Star																X						
Length of Program																1 yr						
Grade Levels																10-12						
Time Requirements (week)																10 hr						
Number Enrolled																13						
Means of Transportation																MCPS						
Credit																2						
Coordinator-Supervisor																Rdg Tch						
Staffing Allocation																Reg						
Transportation Problems																No						
Expansion Desired																Yes						
Length of Program																						
Grade Levels																						
Time Requirements (week)																						
Number Enrolled																						
Means of Transportation																						
Credit																						
Coordinator-Supervisor																						
Staffing Allocation																						
Transportation Problems																						
Expansion Desired																						

APPENDIX 14

MONTGOMERY COUNTY PUBLIC SCHOOLS
STUDENT INTERNSHIP OFFERINGS
1975-76

The chart which comprises Appendix 14 applies only to those student internship offerings available during the school year 1975-76.

	BCC	Einstein	Whitman	Walter Johnson	Peary	Wheaton	Woodward	Churchill	Richard Montgomery	Rockville	Wootton	Blair	Kennedy	Northwood	Magruder	Paint Branch	Sherwood	Springbrook	Damascus	Gaithersburg	Poolesville	Seneca Valley
Bio-Medical Internship				X																		
Length of Program				Sem																		
Grade Levels				12																		
Time Requirements (week)				5 hr																		
Number Enrolled				12																		
Means of Transportation				Pvt																		
Credit				½ sem																		
Coordinator-Supervisor				Tchr																		
Staffing Allocation				Reg																		
Transportation Problems				No																		
Expansion Desired				?																		
Child Development		X	X	X	X	X	X	X	X	X	X	X	X	X			X			X		X
Length of Program		1 yr	1 yr	sem/yr	1 yr	1 yr	sem/yr	1 yr	1 yr	1 yr	1 yr	1 yr	sem/yr	sem/yr			1 yr			1 yr		1 yr
Grade Levels		10-12	12	12	12	12	12	11-12	11-12	10-12	11-12	12	11-12	10-12			10-12			11-12		11-12
Time Requirements (week)		5 hr	10 hr	10 hr	7½ hr	10 hr	10 hr	10 hr	10 hr	10 hr	8 hr	10 hr	10 hr	10 hr			10 hr			10 hr		15 hr
Number Enrolled		6	18	21	8	18	13	9	8	45	8	15	2	4			13			10		1
Means of Transportation		Pvt	Pvt	Pvt	Pvt	p/mcps	MCPS	Pvt	MCPS	Pvt	Pvt	Pvt	Pvt	Pvt			MCPS			Pvt		MCPS
Credit		1	2	1 or 2	2	2	1 or 2	2	1	2	2	2	1 or 2	2			2			2		2
Coordinator-Supervisor		HE tch	HE tch	HE tch	HE tch	HE tch	HE tch	HE tch	HE tch	HE tch	HE tch	HE tch	HE tch	Tch Sp			Tch			HE tch		HE tch
Staffing Allocation		Reg	Reg	Reg	Reg	Reg	Reg	Reg	Reg	Reg	Reg	Reg	Reg	Reg			Reg			Reg		Reg
Transportation Problems		No	Yes	No	Few	No	No	No	No	No	No	Yes	No	Yes			No			Yes		No
Expansion Desired		No	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes			Yes			No		Yes
Elementary Aide																		X				X
Length of Program																		sem/yr				Yr
Grade Levels																		11-12				11-12
Time Requirements (week)																		5-10				10 hr
Number Enrolled																		47				3
Means of Transportation																		MCPS				Pvt
Credit																		1-2				2
Coordinator-Supervisor																		SS tch				Tch Sp
Staffing Allocation																		Reg				Xtra
Transportation Problems																		No				No
Expansion Desired																		No				Yes